

Britton/Hecla Improvement/Progress Report Form

Principle: 3 – Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ARSD 24:05:25:04:02. Determination of needed evaluation data <u>Parental input into the evaluation process:</u> The monitoring team could not validate parent input in the evaluation process as an area that meets requirements as concluded by the steering committee. Districts are required to ensure that a variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent. The review team found the district has not ensured parental input in the evaluation process in 5 of 8 student files reviewed. The district does have a form for obtaining parental input. Interviews with staff indicate the form is sent to parents but is not always returned nor is a copy of the document placed in the student's record. Prior to the evaluation, special education personnel contact the families for input by phone or in person, but these efforts are not consistently documented.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <u>The district ensures the evaluation or reevaluation procedures and instruments meet the minimum requirements.</u></p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All student evaluations conducted will include documentation of parental input.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>With every prior notice sent out, a parent-input form would be included for parents to fill out and return to the school district. A copy of the form will be put into the student's file for verification if the original is not returned. This parent-input form will be used to gain information from the parent concerning their child's upcoming evaluation.</p> <p>What data will be given to OSE to verify this objective?</p> <p>NESC and district staff will check all initial and re-evaluations and report to the office the percentage of parents who were contacted and had an opportunity to provide input into the evaluation.</p>	<p>November 12, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>Met Aug '04</p>	

Please explain the data (6 month) A checklist was created by the Special Education Team at Britton-Hecla to include all the areas we needed to make improvements. As we held IEP meetings for the remainder of the year Mrs. Broberg, our special education director brought this checklist to all our IEP meetings and checked each area. As for parent-input forms: All parents were sent a parent-input form to fill out. If they did not return the form we left a copy of the dated blank one in the student's file, however, we asked for parent-input at the meeting and if they had something to add, we included the information immediately at the meeting. We received 100% in compliance with all our IEP's following our evaluation (parent-input form, blank or filled out is in the child's file). 45 parents/guardians were given a form. 42 returned and 2 added in at the IEP and 1 did not respond or attend their child's meeting.

Please explain the data (12 month)

Principle: 4 – Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04. Prior notice and parent consent.

ARSD 24:05:30:05. Content of notice

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education and/or related services. The notice must include a description of each evaluation procedure, test, record or report that the district intends to use as a basis for the proposal or refusal. The monitoring team could not validate that parents are fully informed of all information relevant to the activity for which consent is sought. In 4 of 9 student files reviewed, prior notice content was missing completely or a complete listing of the areas to be evaluated were not included on the notice. For example, the Vineland Adaptive Behavior Scales was administered but was not included on the prior notice/consent as an area to be evaluated.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students being evaluated will have a signed parent prior notice of consent. Each prior notice will include all areas to be evaluated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress

Record date objective is met

12 month progress

Record date objective is met

6 month reporting date 07/29/04
CLOSED 08/20/04

<p>1. What will the district do to improve?</p> <p>An evaluation will not be completed on a student until the prior notice of consent has been received.</p> <p>What data will be given to verify this objective?</p> <p>NESC and district staff will check all evaluations to verify the number of evaluations that have been given, and the number of consent forms received. The percentages will be sent to the office.</p>	<p>November 12, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>Met Aug '04</p>	
<p>Please explain the data (6 month) All prior notice of consent included a list of all evaluations/tests to be given. We began testing/evaluations once we received consent from the parents/guardians. All evaluations aligned with what had been indicated on the consent form. 100% in compliance with this area. This also includes our psychologist who was wonderful by the way! It helps to have outside co-op members who are aware of the compliance issues for the district! Brandy Olson our psychologist helped us greatly in this matter!</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?</p> <p>The psychologist and case manager will meet and decide what evaluations are appropriate for each individual student. All areas will be discussed and a permission to evaluate will be sent to the parents. No evaluations will be given that are not on the prior notice for consent.</p> <p>What data will be given to verify this objective?</p> <p>When an evaluation is completed the psychologist and/or testing coordinators and the principal will check each area evaluated and compare the findings to the consent to evaluate to ensure all evaluations were completed and none were done that were not listed. The results will be reported to the office.</p>	<p>November 12, 2003 On-going</p>	<p>Special Educators & Related Service providers</p>	<p>Met Aug '04</p>	

Please explain the data (6 month) 100% in compliance with this. As I stated earlier our psychologist made a huge difference for us this year. Our psychologist shared her evaluations at almost all IEP meetings with parents present. If she was unable to attend she had another special educator discuss results with the team/parents at the IEP. All evaluations given were on the prior notices as indicated to the parents/guardians.

Please explain the data (12 month)

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program.

Course of study:

For each student beginning at age 14 or younger if determined appropriate by the placement committee, and updated annually, a statement of the transition service needs of the student under the applicable components of the student's individualized education program that focuses on the student's course of study such as participation in advanced-placement courses or a vocational education program.

Through interview and file reviews a course of study was not developed for 3 of 6 students. The course of study stated, "refer to attached sheet". The document attached was a copy the student's grade sheet which did not represent a statement of transition service needs regarding the student's future coursework.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for student are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All IEPs for students age 14 and above will include a course of study that helps them achieve the desired post school outcomes.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress

Record date
objective is met

12 month progress

Record date
objective is met

6 month reporting date 07/29/04
CLOSED 08/20/04

<p>1. What will the district do to improve?</p> <p>The district special educators and NESC staff will meet and discuss the area of transition for students 14 and older. Staff will access at least one transition training opportunity through the transition liaison project and NESC transition specialist.</p> <p>What data will be given to verify this objective?</p> <p>Information regarding the meeting, including agenda of meeting, date and participants will be submitted to the office.</p>	<p>January 2004</p>	<p>NESC Transition Specialist</p>	<p>Met Aug '04</p>	
<p>Please explain the data (6 month) Carrie James (H.S. sped. Teacher) and Melissa Broberg (sped director) attended Ed O' Leary's transition conference in Pierre, SD on January 9, 2004. This conference taught educators how to meet the transition needs of students and families. Some of the topics covered in this conference were: Problems that impede IDEA youth and transition to postsecondary education, insufficient information about the transition process, historical perspective of transition in sped, IEP process for transition services, etc. After the conference both Mrs. James and Mrs. Broberg presented to the team and discussed changes to make our transition more effective and to be in compliance with IDEA.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve?</p> <p>Students 14 and older will have a complete course of study that promotes movement of the student to post high school activities.</p> <p>What data will be given to verify this objective?</p> <p>NESC and district staff will verify transition plans for students 14 and older and report to the office the number of plans that had complete course of study.</p>	<p>November 12, 2003</p>	<p>Special Educators & Related Service Providers</p>	<p>Met Aug '04</p>	

Please explain the data (6 month) During 100% of our 14 year and older IEP's students were given a course of study plan that they helped develop during their meeting. Parents, student and teachers all helped make the plan of study realistic and child focused for their success. 7 course study plans were created this year.

Please explain the data (12 month)

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program.

Present level of performance:

A statement of measurable annual goals, including benchmarks or short-term objectives, related to:

- (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- (b) Meeting each of the student's other educational needs that result from the student's disability.

Through interview and file reviews the monitoring team found a variety of concerns related to the use of functional assessment to develop the present level of performance statements and annual goals.

For example the present level of performance for a student of transition age, included skills from the previous comprehensive evaluation with current information describing that the student was “working very hard on her own.” She could check with the learning center teachers occasionally if she needed help. Transition skills were not specified in the present level of performance and the only goal developed in the IEP was for the student to complete their assignments. In another file, a transition plan was developed; however, transition evaluation information was not addressed in the present level of performance. The present level of performance in another IEP appeared to be a copy of the evaluation report. The present level of performance contained many specific skills related strength and needs; however, the only goal developed for the student was to “demonstrate the basic knowledge necessary to complete the requirements to achieve five (5) units of credit toward high school graduation.”

In six files reviewed, annual goals did not represent a skill the student could reasonably accomplish within a 12 month period. For example, “she will improve writing skills.” Other goals seemed to restate the course curriculum, for example, “will use different math properties to solve equations, solve operations using variable expressions, know how to compute prime and composite numbers, figure rations, add, subtract, multiply and divide negative numbers, simplify expressions and graph coordinate planes to complete the credits necessary for a high school math credit.” The description of how the disability affects the student’s involvement and progress in the general curriculum was not evident in 2 of 9 files reviewed. In addition to addressing the technical issues in the above examples, it is the determination of the monitoring team that there is a lack of correlation between assessment information and resulting goals and objectives. The staff needs to address how functional assessment is used to develop a student’s present level of performance and an appropriate program of prioritized goals and objectives.

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The present levels of performance will include the student's strengths, needs, progress in the general curriculum; parent input and is linked to functional assessment.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Special education staff will participate in one of the DDN sessions on goal and objective writing. The special education staff will meet to discuss developing present levels of performance and linking them to the functional assessments. The meeting will also include writing annual goals and short- term objectives, and linking them to the present levels of performance.</p> <p>What data will be given to verify this objective? The date and those attending will be submitted to the office.</p>	<p>January 2004</p>	<p>Northeast Educational Services Cooperative</p>	<p>Met Aug '04</p>	
<p>Please explain the data (6 month) Rose Kraft (H.S. sped. Teacher) and Deb Hannasch (Elem. Sped teacher) attended a DDN session in Aberdeen, SD at Holgate Middle on January 15, 2004. This DDN session taught goal and objective writing, as well as alignment/linkage to the content/curriculum taught and functional assessments. Michelle Powers presented; director of special education programs in South Dakota. Following the session Mrs. Hannasch and Mrs. Kraft trained our team on procedure and what they learned from their session.</p>				
<p>Please explain the data (12 month)</p>				

6 month reporting date 07/29/04
CLOSED 08/20/04

<p>2. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition for student's age 16 or younger if necessary. The present levels of performance will be very skill specific.</p> <p>What data will be given to verify this objective? NESC and district staff will check 50% of present levels of performance written following evaluation and report to the office the % of present levels of performance that contain the required content for each skill area affected by the disability including transition.</p>	<p>November 12, 2003 On-Going</p>	<p>Special Educators & Related Service Providers</p>	<p>Met Aug '04</p>	
<p>Please explain the data (6 month) 100% of the 50% checked present levels showed written present levels of performance containing the required content for each student's skill area affected by the disability. For those students 14 years and older, transition was also addressed. This was also on the checklist Mrs. Broberg brought with her to all IEP's.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve? When writing annual goals and short- term objectives they will include the following; condition, performance, and criteria. They will be measurable and skill specific. Transition will be seen in the annual goals.</p> <p>NESC and district staff will be given to verify this objective? The district will spot check 50% of IEPs that contain the required content for goals and objectives and report the findings to the office.</p>	<p>November 12, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>Met Aug '04</p>	
<p>Please explain the data (6 month) 100% of the 50 % files checked were in compliance with containing the required content for goals and objectives needed on each child's IEP. This area is also included on Mrs. Broberg's checklist brought to all IEP's.</p>				

Please explain the data (12 month)

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program.

Progress reports:

Parents must be regularly informed (through such means as periodic report cards), at as often as parents are informed of their non-disabled student's progress of:

- (a) Their student's progress toward the annual goals; and
- (b) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

Through a review of student records and interview, the monitoring team found that current progress reports do not consistently address progress toward annual goals or the extent that progress is sufficient in a goal area. District staff was unaware that the new IEP program recently implemented provided a template for reporting progress. The documents used to report on goal by the teachers do not consistently meet the reporting requirements.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Progress reports will reflect the student's progress toward the annual goals, and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 07/29/04
CLOSED 08/20/04

<p>1. What will the district do to improve? All progress reports sent to parents of students with disabilities will document the student's progress towards their annual goals.</p> <p>What data will be given to verify this objective? Fifty percent of the files will be reviewed and the percent of progress reports that contain:</p> <ol style="list-style-type: none">1) The student's progress toward the annual goals; and2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year will be reported to the office.	November 12, 2003 On-going	Special Educators & Related Service Providers	Met Aug '04	
<p>Please explain the data (6 month) Once our evaluation was completed in September we began using the progress report included with our DDN campus Special Education component. This progress report met all requirements and was very helpful for the parents/families involved to see clearly the progress their child was making each quarter. At each quarter reporting a copy was given to the special education director and a final copy was placed into the child's file at the end of the school year. We are 100% in compliance with this principal.</p>				
<p>Please explain the data (12 month)</p>				

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program.

Configuration of service:

A statement of the special education and related services and supplementary aids and services to be provided to the student is to be documented in the IEP. The public agency must ensure that all services set forth in the child's IEP are provided, consistent with the child's need as identified in the IEP.

Through a review of student records, the monitoring team found that the special education services to be provided was not specified in 8 of 12 files. For example, in the IEP, the special education service to be provided stated "special education services". This statement does not identify the specific service (i.e. reading, math, articulation) needed by the child.

6 month reporting date 07/29/04
CLOSED 08/20/04

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district ensures the IEP contains all required content.](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
All services given a student on an IEP will be listed and be specific.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. What will the district do to improve?
Each area of special education service to be provided to a student on an IEP will be specifically stated on the service page.

What data will be given to verify this objective?
NESC and district staff will check 50% of the IEPs to ensure the service recommendations are specific and all are listed. The percent will be sent to the office.

**December 1,
2003
On-going**

**Special
Educators &
Related
Service
providers**

**Met
Aug '04**

Please explain the data (6 month) **100% in compliance of the 50% files checked in this area. We are also working on a list of all K-6 and 7-12 students that list all students with specific services listed that each SPED teacher can have for quick reference. This will help us service the children as our numbers grow in our SPED department without overlooking someone. However, overlooking tends to happen more often in the classroom, we hope this will also help communication between the SPED department and Regular classroom to "Read all tests" or whatever the IEP service states.**

Please explain the data (12 month)